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## PROFILES OF THE GIFTED AND TALENTED

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**Annotation.** The article presents the profiles of talented and gifted children. The needs, behaviors, emotions, gifted children, as well as a systematic analysis of their support by educational institutions, peers, friends and adults are given.

**Key words:** Feelings & attitudes, gifted, talented, identification, needs, behaviors, home support, school support, profiles of the gifted.

## МЕТОДЫ РАБОТЫ С ОДАРЕННЫМИ И ТАЛАНТЛИВЫМИ ДЕТЬМИ

**Делов Т.Э – Ташкентский университет информационных технологий**

**Аннотация.** В статье представлены профили талантливых и одарённых детей. Приведены потребности, поведения, эмоции, одарённых детей, а также системный анализ по их поддержке образовательными учреждениями, сверстниками близкими и взрослыми.

**Ключевые слова:** Эмоции, одарённых, талантливых, идентификация, потребность, поведение, профили одарённых.

## IQTIDORLI BOLALAR BILAN ISHLASH USULLARI

**Delov T.E. – Toshkent axborot texnologiyalari universiteti**

**Annotatsiya.** Ushbu maqolada iqtidorli va qobiliyatli bolalarga xos jihatlar taqdim etilgan. Bunda iqtidorli bolalarda bo'lishi mumkin bo'lgan his-tuyg'ular, xulq-atvor, ehtiyojlari, ularga nisbatan tengdoshlar va kattalar tushunchalari, identifikatsiya, yaqinlarining qo'llab-quvvatlashlari, ta'lim muassasalarining qo'llab-quvvatlashlari haqidagi tizimli tahlil ma'lumotlari keltirilgan.

**Kalit so'zlar:** His-tuyg'ular, iqtidorli, qobiliyatli, identifikatsiya, ehtiyoj, xulq-atvor, iqtidorlilar.

Teachers and parents need to understand the cognitive, emotional, and social needs of the Gifted and Talented. 'Profiles of the Gifted and Talented' provides a framework for a better understanding of these students by looking closely at their feelings, behavior, and needs. Highlight the importance of viewing the profiles as a theoretical concept that can provide insights for facilitating the growth of the Gifted and Talented, not a diagnostic classification model. Educators should also be aware that as students develop, their needs and behaviors change. As they approach adulthood, they may settle into one or more categories. [1]

As many as 90% of identified Gifted and Talented students are 'the Successful'. Students who demonstrate the behavior, feelings, and needs classified as the 'Successful' have learned the system. After discovering what 'sells' at home and at school, they begin to display appropriate behavior.

They learn well and are able to score highly on exams and tests of intelligence. As a result, they are usually identified as Gifted and Talented. Rarely do they exhibit behavior problems because they are eager for approval from teachers, parents and other adults. [1]

These are the students many believe will 'make it on their own.' However, the 'Successful' often become bored with school and learn to use the system in order to get by with as little effort as possible. Rather than pursue their own interests and goals in school, they tend to go through the motions of schooling, seeking structure and direction from instructors. They are dependent upon parents and teachers. They fail to learn needed skills and attitudes for autonomy, but they do achieve. Overall, these students may appear to have positive self-concepts because they have been affirmed for their achievements. They are liked by peers and are included in social groups. They are dependent on the system but are not aware that they have deficiencies because of the reinforcement they receive from adults who are pleased with them and their achievement. However, concluded that the brightest students in the classroom may become competent but unimaginative adults who do not fully develop their giftedness and talents. It seems that these students have lost both their creativity and autonomy.

Gifted and Talented young adults who may underachieve in university and later adulthood come from this group. They do not possess the necessary skills, concepts, and attitudes necessary for lifelong learning. They are well adjusted to society but are not well prepared for the ever-changing challenges of life.

Figure 1: 'The Successful'

Feelings & Attitudes	Behaviors	Needs
<ul style="list-style-type: none"> <li>- boredom</li> <li>- dependent</li> <li>- positive self-concept</li> <li>- anxious</li> <li>- guilty about failure</li> <li>- extrinsic motivation</li> <li>- responsible for others</li> <li>- diminished feelings of self and rights to their emotions</li> <li>- self-critical</li> </ul>	<ul style="list-style-type: none"> <li>- high achiever</li> <li>- seeks teacher approval</li> <li>- non-risk taker</li> <li>- does well academically</li> <li>- accepts and conforms</li> <li>- dependent</li> </ul>	<ul style="list-style-type: none"> <li>- to see deficiencies</li> <li>- to be challenged</li> <li>- assertiveness skills</li> <li>- autonomy</li> <li>- help with boredom</li> <li>- appropriate curriculum</li> </ul>
<b>Adults' &amp; Peers' Perceptions</b>		<b>Identification</b>
<ul style="list-style-type: none"> <li>- loved by teachers</li> <li>- admired by peers</li> <li>- loved and accepted by parents</li> </ul>		<ul style="list-style-type: none"> <li>- Pupil Profile</li> <li>- IQ tests</li> <li>- teacher nominations</li> <li>- diagnostic tests</li> <li>- summative tests</li> <li>- formative tests</li> </ul>
<b>Home Support</b>		<b>School Support</b>
<ul style="list-style-type: none"> <li>- independence</li> <li>- ownership</li> <li>- freedom to make choices</li> <li>- time for personal interests</li> <li>- risk taking experiences</li> </ul>		<ul style="list-style-type: none"> <li>- accelerated and enriched curriculum</li> <li>- time for personal interests</li> <li>- compacted learning experiences</li> <li>- development of independent learning skills</li> <li>- in-depth studies</li> <li>- mentorships</li> <li>- university &amp; career counselling</li> </ul>

The 'Challengings' are the divergently Gifted and Talented. Many school systems fail to identify the 'Challengings' for extra assistance unless the system has been in place at least five years and substantial in-service training has been done with teachers. The 'Challengings' typically possess a high degree of creativity and may appear to be obstinate, tactless, or sarcastic. They often question authority and may challenge the teacher in front of the class. They do not conform to the system, and they haven't learned to use it to their advantage. They receive little recognition and few rewards or awards. Their interactions at school and at home often involve conflict.

These students feel frustrated because the school system has not affirmed their talents and abilities. They are struggling with their self-esteem. They may or may not feel included in the social group. Some 'Challengings' also challenge their peers, and, therefore, are often not included or welcomed in activities or group projects; on the other hand, some 'Challengings' have a sense of humour and creativity that is very appealing to peers. Nevertheless, their spontaneity may be disruptive in the classroom. In spite of their creativity, the 'Challengings' often possess negative self-concepts.

The 'Challengings' may be at risk of drug addiction or delinquent behavior if appropriate interventions are not made by lower post-primary. Parents of Gifted and Talented post-primary school students who drop out of school (the 'Dropouts') frequently note that their son/daughter exhibited the 'Challengings' behaviors in upper primary school or lower post-primary school. Although this relationship has not been validated empirically, it carries significant implications that merit serious consideration.

Figure 2: 'The Challengings'

Feelings & Attitudes	Behaviors	Needs
<ul style="list-style-type: none"> <li>- boredom</li> <li>- frustration</li> <li>- low self-esteem</li> <li>- impatient</li> <li>- defensive</li> </ul>	<ul style="list-style-type: none"> <li>- corrects teacher</li> <li>- questions rules/policies</li> <li>- honest, direct</li> <li>- mood swings</li> <li>- inconsistent work habits</li> </ul>	<ul style="list-style-type: none"> <li>- to be connected with others</li> <li>- to learn tact, flexibility, self-awareness, self-control, self-acceptance</li> <li>- support for creativity</li> </ul>

<ul style="list-style-type: none"> <li>- heightened sensitivity</li> <li>- uncertain about social roles</li> </ul>	<ul style="list-style-type: none"> <li>- poor self-control</li> <li>- creative</li> <li>- prefers highly active, engaging, questioning approach</li> <li>- stands up for convictions</li> <li>- is competitive</li> </ul>	<ul style="list-style-type: none"> <li>- contractual systems</li> </ul>
<b>Adults' &amp; Peers' Perceptions</b>		<b>Identification</b>
<ul style="list-style-type: none"> <li>- find them irritating</li> <li>- rebellious</li> <li>- engaged in power struggles</li> <li>- see them as creative</li> <li>- discipline problem</li> <li>- peers see them as entertaining</li> <li>- adults want to change them</li> <li>- adults don't view them as having exceptional ability</li> </ul>		<ul style="list-style-type: none"> <li>- peer recommendations</li> <li>- parent nomination</li> <li>- interviews</li> <li>- performance</li> <li>- recommendation from a significant, non-related adult</li> <li>- teacher advocate</li> <li>- diagnostic tests</li> <li>- summative tests</li> </ul>
<b>Home Support</b>		<b>School Support</b>
<ul style="list-style-type: none"> <li>- acceptance and understanding</li> <li>- allow them to pursue interest</li> <li>- advocate for them at school</li> <li>- modelling appropriate behavior</li> <li>- family projects</li> </ul>		<ul style="list-style-type: none"> <li>- tolerance</li> <li>- placement with appropriate teacher</li> <li>- cognitive &amp; social skill development</li> <li>- direct and clear communication with student</li> <li>- give permission for feelings</li> <li>- studies in-depth</li> <li>- mentorships build self-esteem</li> <li>- behavioral contracting- development of independent learning skills</li> <li>- in-depth studies</li> <li>- mentorships</li> <li>- university &amp; career counselling</li> </ul>

This group are known as 'the underground Gifted and Talented'. Generally, these are females going through puberty although males may also want to hide their ability or talent. If a Gifted and Talented boy goes underground, it tends to happen later, in post-primary school, and typically in response to the pressure to participate in athletics.

In general, the 'Undergrounds' are Gifted and Talented girls whose belonging needs rise dramatically in late primary and early post-primary.[4] They begin to deny their talent in order to feel more included with a non-gifted peer group. Students who are highly motivated and intensely interested in academic or creative pursuits may undergo an apparently sudden radical transformation, losing all interest in previous passions. The 'Undergrounds' frequently feel insecure and anxious. Their changing needs are often in conflict with the expectations of teachers and parents. All too often, adults react to them in ways that only increase their resistance and denial. There is a tendency to push these students, to insist that they continue with their educational programme no matter how they feel. The 'Undergrounds' often seem to benefit from being accepted as they are at the time.

Although the 'Undergrounds' should not be permitted to abandon all projects or advanced classes, alternatives should be explored for meeting their academic needs while they are undergoing this transition. Challenging resistant adolescents may alienate them from those who can help meet their needs and long-term goals.

**Figure 3: 'The Undergrounds'**

<b>Feelings &amp; Attitudes</b>	<b>Behaviors</b>	<b>Needs</b>
<ul style="list-style-type: none"> <li>- unsure</li> <li>- pressured</li> <li>- confused</li> <li>- guilty</li> <li>- insecure</li> <li>- diminished feelings of self and right to their emotions</li> </ul>	<ul style="list-style-type: none"> <li>- denies talent</li> <li>- drops out of Gifted and Talented classes</li> <li>- resists challenges</li> <li>- wants to belong socially</li> <li>- changes friends</li> </ul>	<ul style="list-style-type: none"> <li>- freedom to make choices</li> <li>- to be aware of conflicts</li> <li>- awareness of feelings</li> <li>- support for abilities</li> <li>- involvement with Gifted and Talented peers</li> <li>- career/university information</li> <li>- self-acceptance</li> </ul>
<b>Adults' &amp; Peers' Perceptions</b>		<b>Identification</b>

<ul style="list-style-type: none"> <li>- viewed as leaders or 4ecognize4ed</li> <li>- seen as average and successful</li> <li>- perceived to be compliant</li> <li>- seen as quiet/shy</li> <li>- adults see them as unwilling to risks</li> <li>- viewed as resistive</li> </ul>	<ul style="list-style-type: none"> <li>- peer nomination</li> <li>- home nomination</li> <li>- community nomination</li> <li>- IQ tests</li> <li>- diagnostic tests</li> <li>- summative tests</li> <li>- formative tests</li> <li>- performance</li> <li>- teacher advocate</li> </ul>
<b>Home Support</b>	<b>School Support</b>
<ul style="list-style-type: none"> <li>- acceptance of the 'Underground'</li> <li>- provide university and career planning experiences</li> <li>- provide time to be with same age peers</li> <li>- provide Gifted and Talented role models</li> <li>- model lifelong learning</li> <li>- give freedom to make choice</li> </ul>	<ul style="list-style-type: none"> <li>- 4ecognize &amp; properly place</li> <li>- give permission to take time out from Gifted and Talented classes</li> <li>- provide same-sex role models</li> <li>- continue to give university and career information</li> </ul>

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